



**Bruce Rauner**  
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## **Board of Education Meeting Minutes**

**Date: January 15, 2016**

**Time: 9:35 a.m.**

**Place: Aftercare Building 100 N. Western, Chicago, IL**

**APPROVED: March 18, 2016**

- IO 1.0 CALL TO ORDER by President Jones
  - 1.1 Roll Call
  - 1.2 Board Members Present: Heather Dalmage, Tresa Dunbar Garrett, Patrick Griffin, Jennifer Vidis, David Green,
  - 1.3 Board Members Absent: Candice Smith
  - 1.4 Others present: Superintendent Gloria Davis, Chief Beth Compton, Chief Kiersten Neswick (by phone); Sarah Myers-Scott, Azalea McEwen, John Sonnenberg, Maurice McAllister.

- AI 2.0 Consent Agenda
  - 2.1 President Jones requested to move the approval of the Agenda. Member Griffin motioned to approve the Agenda and Member Green seconded. The Agenda is approved.

Voice Vote:

Aye; Unanimous

Nay: None

Motion Carries.

- 2.2 Approval of Minutes
  - President Jones requested to move to approve the minutes for November 13, 2015. Member Griffin motioned to approve the November 15, 2015. Member Smith seconded the motion. Minutes are approved.

Voice Vote:

Aye: Unanimous

Nay: None

Motion Carries.

- IO 3.0 Special Presentations
  - 3.1 Special Education Overview by Ms. Azalea McEwen, Director of Special Education

President Jones introduced Ms. McEwen and mentioned that she will debrief the board on the special education program with IDJJ. Ms. McEwen will be retiring at the end of the month of January 2016.

Ms. McEwen mentioned that IDJJ offers Free Appropriate Public Education (FAPE). Special Education and related services are available to all identified students with disabilities in the Department of Juvenile Justice. Services are offered in the Least Restrictive Learning Environment (LRE). The principal device for achieving this for students with disabilities is the Individual Education Program (IEP) developed in accordance with the established procedures; adhering to State and Federal Rules and Regulations and Individuals with Disabilities Education Act (IDEA). The IEP insures that educational programs are tailored to meet the individual needs of each student with disabilities. In FY2015, 16 Cross Categorical Certified Special Education Teachers are teaching and the Department is needing to hire an additional special education teachers for FY2016. In FY2015 there were 4 School Psychologists, the Department is seeking to add an additional 3 School Psychologists in FY2016. Special Education Resource Specialist and School Counselors are coming soon. The job descriptions were created and are being approved for the positions. The plan is to have additional staff hired by the Spring. The Director of Special Education position will be posted soon. The timeframe from posting to hiring takes time and it depends on the applications that are received. These positions are protected under the Union and rules are in place with the State of Illinois hiring process.

The typical profile of the District's Special Education Teacher is:

- 15 plus years of teaching experience
- 50% has a Master's Degree
  - 35% have 24 plus hours beyond Master's Degree
  - 15% have 16 plus hours beyond Master's Degree
- 50% has a Bachelor's Degree
  - 30% have 16 plus hours beyond Bachelor's Degree
  - 15% have 12 plus hours beyond Bachelor's Degree
  - 5% have 6 plus hours beyond Bachelor's Degree

The typical profile of the District's Special Education Student is:

- Average age of 17
- History of SPED placement in community services
- Inconsistent attendance in community services
- Primary disability – social emotional disturbed (behavioral problems/highly aggressive behavior)
- Low academic functioning (4<sup>th</sup> grade or below)
- Low reading scores and/or low math scores
- Does not have high school diploma upon entry into the School District (approximately 1 – 2% without 8<sup>th</sup> grade diploma)

Screening activities are conducted to identify students under age 21 with suspected disabilities. As a result of open entry/open exit; screening activities are conducted year round. Pre-referral screening activities includes: School records which are requested from community schools and are reviewed; Determination of eligibility status is met by Annual Review or Reevaluation; at least three pre-referral intervention strategies are conducted prior to referral for special education; and forms are completed to start the process.

The Special Education Program varies slightly according to: Type of program, i.e. special treatment unit, security level, and classroom space availability; number of special education teachers; and number of special education students.

The typical special education program consist of utilizing a traditional fixed schedule; classes that are scheduled Monday through Friday; student attending class 5 days a week; class per period is typically 50 to 90 minutes (some are putting in modified block schedule). The special education teachers are assigned to a specific subject area corresponding to areas of endorsements in Math, Science, etc. The special education students receive direct instruction from the Special Education Teachers in the Regular Education classroom; the Special Education Teachers collaborates with the Regular Education Teachers to support Blended Learning lessons. Special Education students need more intensive services and receive direct instruction in the resource classrooms. There are varied instruction materials available to the Special Education students which includes: books; software; technology; and manipulative instructions. GradPoint on-line instructional curriculum; textbooks – Blended Learning Model; High interest/low readability books and workbooks in various subject areas; other resources are Reading Horizon; Listening Lab; Math Lab; Hands on Manipulative; and Educational Games. Accommodations are modified according to the student's need which includes direct instruction and small group sessions. Learning styles includes auditory, kinesthetic, tactile, and visual. The student's educational monitoring log is maintained at each site as the youth arrives at the facility and is updated daily to have a more accurate count of activity at the end of the month for reporting. As of November 2015, the Department serviced 323 students in the Special Education program.

### 3.2 GradPoint Special Education Presentation by Mr. John Sonnenberg, Pearson Visual Learning Specialist.

Pearson Education has been providing individualized virtual learning services to IDJJ student using GradPoint since 2012. Students are able to continue their education through an individualized plan that allows them to complete on-line courses in order to accrue credits, and graduate with a high school diploma or GED. The program is currently working very successful. Mr. Sonnenberg mentioned that the youth are using GradPoint more and more. Performance evaluation of 4,997 courses from July 1 to December 31, 2015 has been utilized

over all schools. Of the total number of courses taken there were 55,564 hours that the youth used to take the courses. Of the 55,564 hours that were used by the youth during the July 1 to December 31, 2015 time period, 6,500 hours were completed by the Special Education student. The Special Education youth using GradPoint were successful. Of the 321 youth that were reported, they are above the national average. We set a goal of 75%, and the Special Education student exceeded in each category: 76% in Specific Learning Disability; 77% in Emotional Disturbance; 76% other Health Impairment; and 78% are in process, meaning they have not been identified with an evaluation.

In summary, all facilities are using GradPoint. The average completed grades are 75% and Special Education has an average of 76.7%.; Completed courses grades range from 73.3% to 77.6% at all facilities; 1562 courses were completed with verifiable record of learning; 55,564 hours of high level interactive learning was provided; and more students are using GradPoint (130%) and completing courses were (155%).

#### 4.0 President's Report

#### 4.1 Budget Update Report

This budget update was presented by Ms. Kiersten Neswick, Chief Financial Officer. She mentioned that IDJJ is preparing the FY2017 Budget and it will be available after July 31, 2016. The Department presented its FY2017 request to the Governor's Office of Management on Thursday, December 17, 2015. Currently, the FY2016 budget is provided for under an agreed order to maintain compliance with the Consent Decree. The FY2016 budget is established at FY2015 levels through the aforementioned court order. The FY2016 School District's budget consists of 10 appropriation lines totaling \$6,846,200. The agreed order is insufficient for the Department to fully fund its staffing and operational needs. The Department has RJ verses Jones Consent Decree. To date, the Department FY2016 appropriation bill has not been enacted by the General Assembly and signed by the Governor.

With that in mind, the current budget reflects last year's totals. We added community colleges to the contractual number because we are trying to do dual credit for the youth; allowing them to earn college credits while still in high school.

There is a new school lunch program and the Department wants to change the meal menu to receive an additional .6 cents from the federal dollars. This would give us a better quality of food and the Illinois School Board of Education (ISBE) Secretary of the Governor's office is making it a priority to receive quality food. Ms. Sarah Meyers-Scott is coming to us to help improve our services and to ensure we are claiming everything entitled. Example of this would be our Special Education program, even though we do not have the IEP, we should be able to claim reimbursement of funding.

The board requested to take a break; board recessed at 11:13 am and the meeting resumed at: 11:20 am. All board members reported earlier were presented.

5.0 Superintendent's Report

Superintendent Davis mentioned that, over the years we have developed a good relationship with the Illinois School Board of Education (ISBE) and the Governor's Office and they are working with our Kewanee and St Charles schools primarily with the Special Education program. Their staff is coming to visit our schools to assist with our Special Education Teachers over a 3 hour block of instruction. This is what ISBE felt was needed because of tracking data and what is not being reported. The Special Education Directors will work with the Superintendent based on the needs of the teachers. This would consist of getting IEPs up to date; get our data points up and be able to share with school district special education student; professional development for staff in Blended Learning; put that plan into action; and implement ideas and materials.

A program called "Power IEP" is out there to share information with other public schools and school districts. Superintendent Davis is having a follow up meeting with other Superintendents in our school locations to discuss ways to tap into additional resources for IDJJ and to discuss our concerns as a school district. Once we have a workgroup that could help in some of these areas will be accepted.

A big book donation was given to St Charles from the Rotary Club. Every book on the list was purchased for the school; all subject and interest to the youth.

Dr. Leone's report is updated and in your packet. What is being discussed today is by his suggestions. We have strong feelings about his report and we do not support it and we are having discussion on it. It would be a judgment on that subject.

5.1 Board Policy Work Group

Superintendent Davis mentioned that while Ms. Mary Reynolds was with the Department she put together information for the board seeking funding at a reduced rate for developing the policies.

Motion was recommended to move forward with the reduced funding and start the policies. Member Vidis moved to reduce funding and start the policies and Member Dalmage second.

Voice Vote:

Aye: Unanimous

Nay: None

Motion Carries.

5.2 Staffing report

Superintendent Davis mentioned that the staffing report is generated on a weekly basis in order to have a continual update of where the Schools are in meeting their staffing needs per the Consent Decree. There has been an increase in staffing since our last update, August 2015.

5.3 October and November Monthly/Principal Data Reports.

Superintendent Davis mentioned that the monthly reports consist of all data in our schools. The report consists of graduations and GED certification received during the month. Member Garrett asked, if the Department is still working on adding substitute teachers? Substitute teachers will be added to our larger schools. The school substitute teachers are being hired permanently for Kewanee and St Charles schools. These teachers will have specific responsibilities on a daily bases. Member Dalmage asked, could transitional services for the youth with Special Educational needs be put on the table at some point.

The Department would like to get all members out to the facilities and we can coordinate the visits. Also, Superintendent Davis would like to reach out to all board members for a breakfast or luncheon engagement. Mr. McAllister will coordinate the date and time for breakfast or lunch.

ADJOURNMENT

A motion to adjourn was made by Member Dalmage, seconded by Member Vidis. Motion carried, and the meeting adjourned at 12:02 p.m.